

TROY AREA SD

68 Fenner Ave

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Troy Area School District promotes an encompassing education that provides opportunity and success so that our students are prepared and productive.

VISION STATEMENT

The Troy Area School is dedicated to student engagement to empower independent learning.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that all students can learn and be successful. We believe that students learn differently and that our teachers should take the culture and place of each student in account during the learning/teaching process.

STAFF

We believe that people need to adapt to an ever-changing educational playing field. We believe that the world has an impact on education and education places an impact on the world. We believe that common goals are best achieved through teamwork and support.

ADMINISTRATION

We believe that people learn differently and that early childhood education is fundamental to learning. We believe that the primary focus of education is the student and that creativity and problem-solving are an important part of the educational process. We believe that people need to adapt to an ever-changing technological society and that common goals are best achieved through teamwork and support. We believe that education is essential to develop one's self-worth, talent and success in life.

PARENTS

We believe that common goals are best achieved through teamwork and that education is essential to develop one's self-worth, talent and success in life. We believe that a quality education is a community investment. We believe that family is the strongest influence on the development of an individual.

COMMUNITY

We believe that all people can learn and be successful. We believe that the primary focus of education is the student. We believe that higher expectations yield higher results. We believe that a quality education is the result of an exceptional faculty & staff.

OTHER (OPTIONAL)

Accountability and Collaboration 1. We believe all are accountable for student learning 2. We believe teachers should have a shared responsibility for data analysis of multiple assessments in order to improve teaching and learning 3. We believe teachers should be open to sharing workloads, ideas about their common subject areas, their lesson plans, units, materials, successes and areas of concern 4. We believe collaboration and focus on learning should be at the heart of our school program Professional Development/Staff Development 1. We believe teachers can become experts in specific areas and have the capacity to train colleagues in their area of expertise 2. We believe support staff should be included in trainings that directly relate to student success 3. We believe staff development should include time for the curriculum and skill expectation to be articulated among different grade levels throughout the district Support 1. We believe administration should continue to seek ways to have our students and staff better supported with appropriate staffing 2. We believe support staff should be assigned based on student need 3. We believe parents/guardians should be expected to support their child's learning through activities done at home 4. We believe it is our responsibility to develop parent groups by providing parent workshops and activities based on specific topics 5. We believe that parents should be sought out as extra hands in the classroom by developing volunteer banks Celebration We believe students and staff should celebrate effort and success frequently

STEERING COMMITTEE

Name	Position	Building/Group
Janilyn Elias	Administrator	Superintendent
Brad Feldmeier	Administrator	HS Assistant Principal
Steve Brion	Administrator	HS Principal
John Imbt	Administrator	Intermediate Principal
Brian Wilcox	Administrator	Elementary Principal
Jill Hoffman	Staff Member	Elementary teacher
Malori Coates	Staff Member	Teacher
Elizabeth Woolf	Parent	Parent/Employee
Michelle Berdine	Staff Member	Teacher
Tami Hunsicker	Parent	Parent/Employee
Mary Abreu	Board Member	Board Member
Shauna Kellogg	Staff Member	Special Education Teacher
Barbara Morgan	Parent	Parent

Name	Position	Building/Group
Valerie Hugg	Community Member	Grandparent
Jaimie Stettler	Staff Member	Special Education Teacher
Amy Lackey	Parent	Parent/Community Partner
Rebecca Hulslander	Parent	Parent
Vickie Ward	Staff Member	Teacher
Scott Oldroyd	Staff Member	Teacher
Kathy Morris	Staff Member	Social Worker
Dawn Prouty	Parent	Parent
Gyla Hoose	Parent	Parent/Community Member
Denny Welch	Community Member	Contracted Bus Driver
John Estep	Community Member	Business Owner
Tricia Williams	Parent	Parent/Community Member
Stephen Beers	Parent	Parent
Sarah Beers	Parent	Parent
Tammy Macuhinnie	Parent	Parent

Name	Position	Building/Group
Ashley Landon	Staff Member	Paraprofessional/Parent
Kayden Vogal	Student	8th grade
Chase Seymour	Student	8th grade
Ty Kellogg	Student	10th grade
Brian Young	Student	8th grade
Jordan Rockwell	Student	8th grade
Draden Keltz	Student	7th grade
Elijah Brown	Student	7th grade
Theo Bly	Student	7th grade
Connor York	Student	7th grade
Frank Harper	Student	8th grade
Wilder Koch	Student	8th grade
Ayden Bisbey	Student	7th grade
Logan Strobe	Student	7th grade

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

New teachers will take part in the new teacher induction program.

Professional learning

A system is being developed to provide information regarding the current curriculum and will be used to make future decisions for curriculum planning and alignment.

Essential Practices 1: Focus on
Continuous Improvement of Instruction

Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

APL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Induction	All new teachers will complete the assigned induction requirements within three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement APL training schedule	2022-08-18 - 2024-08-02	Janilyn Elias/Assistant Superintendent	Trainers and Manuals

Anticipated Outcome

Teachers trained in meeting all social/emotional needs and academic needs.

Monitoring/Evaluation

Keeping track of the teachers that have been trained.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	08/18/2022 - 08/02/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	08/18/2022 - 08/02/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

2021-11-12

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Dr. Janilyn Elias

2022-09-04

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We have an experienced staff who remain flexible and work diligently to educate our students.

Consistency in teaching placements has allowed mastery in subject areas.

I-Ready Math curriculum has been purchased to ensure alignment to the state standards.

4th grade science students have significantly scored higher than average.

7th & 8th grade science classrooms are going to flip models.

Growth in ELA grades 7-8 Keystone for economically disadvantaged.

Growth in ELA grades 7-8 Keystone for students with disabilities.

ELA for 3rd, 4th, and 6th grade students scoring at or above the mean increased from fall to winter.

7th and 8th grade students receive 86 minutes of Math & ELA instruction daily.

Challenges

Sub shortages when covering classes.

High level of administrative turn-over.

Need to work on curriculum planning and alignment.

Socially economical disadvantaged students need targeted for improvement.

Meeting the transportation needs of our district in order to provide after-school educational opportunities for those that are struggling.

Our intermediate (3-6) curriculum needs to be more rigorous and a monitoring system needs to be put in place.

The number of 5th grade students scoring at or above the mean declined from fall to winter.

In order to have double math sections some teachers are teaching outside their traditional grade levels.

We need to ensure the curriculum is aligned with the diagnostic

Strengths

Growth accelerates in 5th grade and continues to accelerate in 6th grade.

Curriculum is being developed to prepare students for future success in future grade levels.

Experienced teaching staff.

Exceeding growth and achievement.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Strong core Apple team and teachers that are focused on becoming Apple Distinguished.

Increased Title I funds

Increased growth in ELA

Positive growth in attendance

Increased efforts in our STEM program

Challenges

standards.

Teachers who are new to their position or new to the district.

Recruit and retain fully certified, experienced and high-quality leaders and teachers.

Partner with local businesses, community organizations, and other agencies to support career pathway programs.

Meeting the needs of our economical disadvantage students given the current pandemic and learning loss to the best of our ability.

Time constraints regarding professional development and training needs of our faculty & staff.

Increased special education population

K-12 curriculum development

Providing access to our economically disadvantaged students

Lack of interventions prior to special education identification



Most Notable Observations/Patterns

We need to work on curriculum planning and alignment.

Challenges

Discussion Point

Priority for Planning

Teachers who are new to their position or new to the district.

New teachers need to feel supported and provided with experienced mentors.

Need to work on curriculum planning and alignment.

Develop a plan for teachers to work on curriculum writing and alignment.

ADDENDUM B: ACTION PLAN

Action Plan: APL

Action Steps	Anticipated Start/Completion Date
Implement APL training schedule	08/18/2022 - 08/02/2024

Monitoring/Evaluation	Anticipated Output
Keeping track of the teachers that have been trained.	Teachers trained in meeting all social/emotional needs and academic needs.

Material/Resources/Supports Needed	PD Step	Comm Step
Trainers and Manuals	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	08/18/2022 - 08/02/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
APL Training for all Teachers	K-12 Teachers	APL Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of APL through walk-throughs	08/17/2022 - 08/02/2024	Janilyn Elias/Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	2022-08-18 - 2024-08-02

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Assigning APL Training to our staff	All K-12 Teachers	APL Strategies

Anticipated Timeframe	Frequency	Delivery Method
08/17/2022 - 08/02/2024	Quarterly	Email

Lead Person/Position
Janilyn Elias/Assistant Superintendent

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Quarterly Board Reports	Attendance	In-person	Students, Staff and Community Members	Indicate at board meetings
Provide updates on the curriculum website	SEL reports	Website	Students, Staff and Community Members	Annual
Provide updates on the curriculum website and board reports	K-12 curriculum updates	In-person and website	Students, Staff and Community Members	Annual
